

APPENDICES



Appendix 1. Questionnaire in Bahasa

| No | Strategi | √ |
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| 1 | Membacakan cerita Bahasa Inggris setiap hari | |
| 2 | Memberikan kosa kata baru Bahasa Inggris | |
| 3 | Bermain permainan kata-kata Bahasa Inggris (misalnya dengan bermain scrabble) | |
| 4 | Mengaitkan kata dalam Bahasa Inggris ke dalam kegiatan dan benda-benda disekitar | |
| 5 | Mengajak berbicara dalam bahasa Inggris | |
| 6 | Belajar dari lagu ber lirik bahasa Inggris | |
| 7 | Memberikan petunjuk-petunjuk baik verbal maupun non verbal (misalnya memperkenalkan bagian tubuh kita), kemudian meminta anak untuk menjelaskan dalam bahasa Inggris | |
| 8 | Memberikan respon atau mengulangi kata-kata yang diucapkan anak dalam Bahasa Inggris | |
| 9 | Membicarakan situasi dan kegiatan yang sedang terjadi dalam Bahasa Inggris | |
| 10 | Mendemonstrasikan apa yang menjadi maksud anak dalam Bahasa Inggris (misalnya mengangkat gelas dan menawarkan minum) | |
| 11 | Menggunakan metode role-play(drama) dalam menjelaskan sesuatu dengan menggunakan Bahasa Inggris | |
| 12 | Memberikan pilihan kepada anak untuk memilih cara yang mereka sukai dalam belajar Bahasa Inggris saat ini, misalnya membaca buku/mendengarkan lagu dan mendukung cara tersebut | |

Appendix 2. Questionnaire in English

| No | Strategy | √ |
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| 1 | Read and tell stories everyday | |
| 2 | Introduce new words | |
| 3 | Play word games | |
| 4 | Tie words to actions and objects | |
| 5 | Engage in conversations | |
| 6 | Learn rhymes and songs in languages other than English | |
| 7 | Providing non verbal and verbal clues | |
| 8 | Providing rich language models that repeat, expand and extend what the child has said to a slightly higher level of language use | |
| 9 | Talking about the activities and situations as they are occurring –here and now | |
| 10 | Demonstrating and modeling | |
| 11 | Using role-playing to describe something | |
| 12 | Providing choices from which children may select | |

Appendix 3. The application of strategy 1

| Participants | Explanation | Note |
|--------------|---|----------------|
| 1. R1 | She explained that she only reads an English story every night since she believes that sooner or later her son will be interested in reading other English stories. Besides, it will improve his vocabulary also. | Bed time story |
| 2. R2 | She reads one or two bed time stories to her daughter every night as her daughter likes hearing so many stories. This strategy is | Bed time story |

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| | considered easy to apply anytime and anywhere. | |
| 3. R3 | She chooses to read her son some simple English stories before he goes to bed. Her son also likes to hear some different attractive story every day. | Short and English story |
| 4. R6 | He decides to read bedtime English stories as it can improve his son's English skills. | Bed time story |
| 5. R8 | She reads a different English story every week. It is to keep the vocabulary in her daughter's mind. By doing so, her daughter will get used to listen to English words more often. | Short and English story |
| 6. R12 | English bedtime stories are also read by her to her toddlers every night before they go to sleep as they love English stories so much. | Bed time story |
| 7. R13 | In her leisure times, she often reads simple English stories to her daughter. It is to make her get used to hear English stories. Besides, her daughter likes English stories a lot. | Short and English story |
| 8. R15 | Before her son goes to bed, she reads English short stories for a while. She explains that she does this to avoid her son feeling bored. She knows that the method of English lecture taught in class is sometimes boring. | Bed time story |
| 9. R16 | As a mother, she thinks that reading bedtime stories every night is one of the most effective ways in improving his son's English skills. | Bed time story |
| 10. R23 | Anytime her son wants, she will read him English short stories from funny soft book. As the story is easy to understand and the pictures are attractive, her son feels so excited every time he | Short and English story |

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| | listens to her mother reading. | |
| 11. R19 | Her sons are more interested in hearing her reading stories especially English short stories. This is the reason why she often reads her sons many short stories in a week. | Short and English story |
| 12. R32 | She knows exactly that her sons know so many English stories. Thus, every night before they go to sleep, she reads them an English story. She changes the story every night to encourage them to get used to hear English more often. | Bed time story |
| 13. R29 | Different from other parents, she is more religious. It is proven by his willingness to read her son some part of Bible in English. She believes that besides this idea could increase her son's religiousness, this could help him in improving his English skills. | English bible |

Appendix 4. The application of strategy 2

| Participants | Explanation | Note |
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| 1. R1 | She usually shows some things in English continuously to keep the new words in her son's mind. By doing this often, her son will be able to memorize and use more new words every day. | Explaining what they looking at, holding and something new |
| 2. R2 | She states that she gives new vocabulary while doing daily activities. This strategy is easy to do as she introduces some new words related to something her daughter is paying attention to. | explaining what they looking at, holding and something new |
| 3. R3 | In order to enrich her son's vocabulary, she often speaks to | explaining what they looking at, holding and |

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| | him by using English instead of Indonesian. She also adds new words and explains to her son what she actually means. Accordingly, her son will try to say the words his mother just said. This will help her son to get used to listen or speak English. | something new |
| 4. R6 | Reading fairytales often to his son is done by him to enrich his son's vocabulary as in every fairytale there will be new words needed to be introduced. This strategy is applied due to the fact that Al's son is more excited if he learns something through fairytales. | improving their English skills by showing funny and attractive pictures or movies |
| 5. R8 | She tries to practice or show to her daughter about something new while explaining what she is doing in English. This to support her daughter's fluency in using English in daily lives. | explaining what they looking at, holding and something new |
| 6. R30 | She applies this strategy to her son by telling him the name of stuffs or things when he sees or does something. Repeating the name of the stuffs is also done to keep the vocabulary in her son's mind. She believes that her son will be easier to memorize new words when he is doing something related to the new words. | explaining what they looking at, holding and something new |
| 7. R13 | Her daughter is interested more in looking at pictures, colors and | improving their English skills by showing funny |

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| | posters. This fact requires her to guide her daughter when she is paying attention to certain pictures or posters. She will explain slowly the pictures or posters in English. This may support her daughter to better listen to English words and enrich her vocabulary. | and attractive pictures or movies |
| 8. R15 | Similar to R13, using books with attractive pictures to introduce new words is used by her to improve her son's English vocabulary. She does this due to her son's interest in pictures and colors. Every time his son has leisure time, she applies this strategy. | improving their English skills by showing funny and attractive pictures or movies |
| 9. R16 | Her son likes playing educational toys. That's why she uses this chance to ask his son to learn new words by playing with toys. This is an effective strategy, she thinks. Besides, it could also be applied in daily activities. | Giving an educational toy and electronic media |
| 10. R23 | New words will be repeated and explained to her son when she asks something he has never seen or touched before. She considers this strategy is useful as her son always sees and | explaining what they looking at, holding and something new |

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| | touches new things every day. | |
| 11. R19 | She decides to introduce new things to her son by telling him often the name of the things in English. By doing so, the better result of memorizing English words will appear. | explaining what they looking at, holding and something new |
| 12. R32 | She introduces new vocabulary to her sons through pictures for some times in a week. This strategy is considered useful as it could improve her sons' English vocabulary. | improving their English skills by showing funny and attractive pictures or movies |
| 13. R27 | R27 Similar to some parents, he does this strategy when his daughter sees or touches something new that she has never met before. This will help his daughter to understand and memorize easily. | explaining what they looking at, holding and something new |
| 14. R26 | Differently, she directly tells her daughter some new English words that she has not known yet. She does this to enrich her daughter's vocabulary. | explaining what they looking at, holding and something new |
| 15. R31 | She also explains new words in English when her son is doing or seeing something new. It is to support her son to understand new words easily and faster. | explaining what they looking at, holding and something new |

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| 16. R21 | She only tells her daughter new English words if her daughter asks her the name of some stuff. | explaining what they looking at, holding and something new |
| 17. R20 | Her daughter is excited if she reads story books with pictures. Thus, she applies this strategy by explaining new words every time her daughter is reading. | improving their English skills by showing funny and attractive pictures or movies |
| 18. R18 | This strategy is applied by giving play box puzzle with attractive pictures. Her son enjoys playing play box puzzle that much, then, she uses this chance to tell her son some new English words. | improving their English skills by showing funny and attractive pictures or movies |
| 19. R17 | Different with some other parents, she gives an i.pad to her daughter to learn English vocabulary. She thinks that giving her daughter an i.pad may help her daughter in both understanding English vocabulary and latest technology. | Giving an education toy and electronic media |
| 20. R14 | She always introduces things that existing surrounds her son to help him get used to hear English words. She believes that learning should not always be in formal class. | explaining what they looking at, holding and something new |

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| 21. R10 | Every time her daughter asks, she gives her many funny pictures and explains to her the meaning of the pictures in English. | improving their English skills by showing funny and attractive pictures or movies |
| 22. R11 | What she does is likely the same as some parents do, that is, to give many funny and attractive pictures and then explain them in English. | improving their English skills by showing funny and attractive pictures or movies |
| 23. R9 | She also introduces new English vocabulary through pictures. | improving their English skills by showing funny and attractive pictures or movies |
| 24. R7 | He introduces new words to his daughter by telling her what she is doing or holding in English and then ask her to repeat what he just said. | explaining what they looking at, holding and something new |
| 25. R5 | As a father, he often watches English funny cartoons with his son. He thinks that his son will learn faster if he learns it through visual media. | improving their English skills by showing funny and attractive pictures or movies |
| 26. R24 | She directly introduces some new words in English and asks her son to repeat and memorize it. | explaining what they looking at, holding and something new |
| 27. R4 | She chooses to always speak English to her son in order to | explaining what they looking at, holding and |

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| | improve his son's speaking skill and vocabulary. | something new |
| 28. R25 | She introduces new English words by explaining her son directly if there are some new things or English words. | explaining what they looking at, holding and something new |

Appendix 5. The Application of strategy 3

| Participants | Explanation | Note |
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| 1. R4 | She applies this strategy anytime when she accompanies her son playing with his toys. She tries to explain what toy it is and how to play with it in English. She believes that by doing so, her son will be easier to keep English words in his mind. | Using funny picture to play word game |
| 2. R24 | She plays English words with her son when he is playing with his toys. By applying this strategy, her son will get more English words and be easier to keep them. | Using funny picture to play word game |
| 3. R5 | As a father, he prefers giving her son a laptop as his son can learn new English words while playing games. This strategy is considered effective as it can support his | Using electronic media |

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| | son to be more enthusiastic in learning English while playing. | |
| 4.R22 | Her daughter enjoys play word games so much. This reason encourages her to play English words by reading story book with so many pictures. She asks her daughter to mention the pictures in English. Besides, she often spends her times watching English movies. This helps her daughter to learn English more and more each day. | Using funny picture to play word game |
| 5.R11 | As her children are interested in toys so much, she buys them toys with many English words and funny pictures. She plays English words with them by using the toys. | Using funny picture to play word game |
| 6. R17 | She gives ipad to her daughter so she can play many word games to improve her English skills. | Using electronic media |
| 7. R18 | This strategy is applied by giving play box puzzle to her son. She does this because her son is so attracted to learn English words while playing | Using funny picture to play word game |

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| | play box puzzle. | |
| 8. R20 | Her daughter is interested more in using computer as a media to learn English. This is the reason why she downloads so many game house (English games) so that her daughter can learn English while playing. | Using electronic media |
| 9. R21 | She prefers to give her daughter modern media like ipad and nds in order to support her in learning English. Every time her daughter plays with an ipd or nds, she stays beside her to help her learn new English words. | Using electronic media |
| 10. R19 | She pays attention so much on her son's English skill. Therefore, she gives an ipad and many funny pictures to him. They often play word games together by using the ipad or some pictures. | Using electronic media |
| 11. R23 | She supports her son in learning English by playing soft box together. There are various words, colors and pictures in it. Therefore, her son can learn so many English | Using funny picture to play word game |

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| | words while playing soft box. | |
| 12. R16 | She often plays words related to animals' names with her son by using Laptop. This is considered helpful as his son is easier to understand and learn English by using laptop. | Using electronic media |
| 13. R15 | Educative puzzle is chosen by her to support her son in improving his English vocabulary. By using puzzle, his son finds it easier to memorize many English words. | Using funny picture to play word game |
| 14. R8 | Every evening, she accompanies her daughter playing English games. This strategy is applied as she believes her daughter is enjoyed learning by playing games more than only reading some books. | Using funny picture to play word game |
| 15.R6 | He often plays English words with his son by relating the words with the stuff surrounding them. He usually asks his son to name some stuffs in English. If his son's answers are correct then He will give his son a small gift like candy. This will encourage | Using funny picture to play word game |

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| | his son to learn more and more each day. | |
| 16. R2 | This strategy is used to support her daughter's English skills especially in pronunciation and spelling. She gives some pictures to her daughter and ask her to pronounce or spell the name of the pictures accordingly. | Using funny picture to play word game |
| 17.R27 | This strategy is also applied to improve his daughter's English vocabulary by playing puzzle with her. Puzzle may improve his daughter vocabulary as she needs to memorize some English words to win the puzzle. Besides, I pad and toy cubes with some funny pictures are also helpful in providing new English words that can be learned. | Using electronic media |
| 18. R26 | She uses word puzzles as media to improve her daughter English vocabulary. Learning while playing is more interesting for her daughter to learn English. | Using funny picture to play word game |

Appendix 6. The application of Strategy 4

| Participants | Explanation | Note |
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| 1. R2 | She applies this strategy to her daughter every time she pays attention to certain objects. Then, she will explain the objects in English and then ask her daughter to repeat or memorize. | Pointing some stuff near them and explain |
| 2. R26 | She applies this strategy by combining the English words that her daughter has learned before with the new ones. She gives new English words based on the stuff existing surround them. By combining the old and new ones, her daughter may have more English words each day. | Pointing some stuff near them and explain |
| 3. R30 | She applies this strategy to her son as his son is so active in speaking English. Thus, she always asks him the name of activities he's doing or the object that he's paying attention to. This helps more in her son's ability in speaking English and improving her son's English vocabulary faster. | Pointing some stuff near them and explain |
| 4. R1 | She applies this strategy to her | Pointing some stuff near them |

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| | daughter by pointing at some objects and then ask her daughter to name them. She believes that this way may improve her daughter's English vocabulary well. | and explain |
| 5. R6 | He often ask his daughter to name some stuffs that exist surround them. If her answers are correct then he will give her small gift. | Pointing some stuff near them and explain |
| 6. R31 | She asks her son to listen to her when she mentions some new words related to some stuffs surrounding them. This may help her son to memorize new English words faster. | Pointing some stuff near them and explain |
| 7. R8 | She applies this strategy by acting or practicing the new English words she tells to her daughter. By doing so, she does not need to explain the meaning of the words as practicing them into real action is more effective and easier to memorize. | Pointing some stuff near them and explain |
| 8. R19 | Every time her son sees new things, she always explains those things in English by mentioning their names or their function. Her son will be easier | Pointing some stuff near them and explain |

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| | to memorize the new English words as he sees the things directly. | |
| 9. R18 | She relates English words with some stuffs surround her when her son asks her something new. She tries to answer his son's questions in English. | Pointing some stuff near them and explain |
| 10. R11 | When her children are doing something, she always asks them what they are doing in English. Since she always does this, her children are used to listen to their mother speaking English. This will improve not only English vocabulary, but also listening skill. | Pointing some stuff near them and explain |
| 11. R5 | He prefers to play with his toddler about some English words. He will ask his toddler about the name of some stuffs existing surround them. | Pointing some stuff near them and explain |
| 12. R4 | She will explain in English to her son concerning some new stuff and then ask her son to touch the stuff directly. This idea will be helpful as her son is easier to memorize something if he touches and sees the object meant directly. | Pointing some stuff near them and explain |

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| 13. R14 | Same as others, she also explains in English what her daughter's doing. After that, she asks her to repeat what she has just said. By doing this, her daughter will get some new English words to keep in mind. | Pointing some stuff near them and explain |
| 14. R9 | She does this strategy by pointing to some colors or things and then asks her son to answer in English. She relates the words with what his son is wearing or doing so that his son will memorize well. | Pointing some stuff near them and explain |
| 15. R10 | This strategy is considered effective as she can ask her son to mention the name of the stuff he is holding or pointing. Her son may be easier to keep the new words in his mind. | Pointing some stuff near them and explain |
| 16. R7 | This strategy is easy and effective as he can only point at some things existing surrounding his son and then ask him to mention their names in English. | Pointing some stuff near them and explain |
| 17. R25 | She gives new words every time she hears her daughter says new sentence in English. She considers this strategy is helpful in improving her | Pointing some stuff near them and explain |

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| | daughter's grammar. | |
| 18. R29 | She does this strategy to her daughter by giving her some easy questions in English and then asking her to answer in English also. This is done to increase her son's ability in arranging sentences. | Pointing some stuff near them and explain |
| 19. R28 | Same as others, he applies this strategy by relating new words with the conversation happening between him and his son. The new words are the names of the stuff existing near them. | Pointing some stuff near them and explain |

Appendix 7. The application of strategy 5

| Participants | Explanation | Note |
|--------------|---|--|
| 1. R1 | She always says a short sentence having some words her daughter has acquired to encourage her to speak English more often. By always speaking English, she believes that her daughter will master English fast. | Using English daily conversation |
| 2. R6 | He applies this strategy only when his daughter asks him some questions. This means that every time his daughter asks him some questions, he | Combine English conversation with Indonesian |

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| | will answer it in English. This may help his daughter to get used to listen and speak English. | |
| 3. R31 | She usually asks her son to explain something he is paying attention to in English. By doing this strategy, her son will be more active in speaking English. | Using English daily conversation |
| 4. R8 | Every time she has a chance, she will communicate with her daughter by using English. When she finds out that her daughter is confused with what she says, then she will translate it to her. Thus, her daughter will get new words and also be more active in speaking English. | Combine English conversation with Indonesian |
| 5. R19 | She applies this strategy every time and in every place. In daily conversation with her daughter, she focuses on using English more instead of Bahasa Indonesia. This is done by her as daily conversation will help her daughter to improve her English skills well especially speaking skill. | Using English daily conversation |
| 6. R18 | Different with R19, she combines both English and Indonesia in daily conversation | Combine English conversation with Indonesian |

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| | with her son. She will add new words every day and repeat them over and over so that her son will be easier to understand what Irene says in English. | |
| 7. R11 | Every day, she mentions and explains the activities that will be done by her toddlers in English. This will help them to be faster in memorizing English words as she asks them to speak English related to their activities or routines. | Using English daily conversation |
| 8. R5 | He does the same as others, which is to communicate by using English in his daily conversation with his son. This will improve his son's English skills well | Using English daily conversation |
| 9. R4 | She also applies this strategy in daily conversation between her and her son. | Using English daily conversation |
| 10. R2 | Similar as R4, she also asks her daughter to speak English in every conversation she has with her mother. She also adds some new words every day and explains to her daughter what they mean. | Using English daily conversation |
| 11 R30 | She believes that her son will be faster in mastering English if he uses it as much as possible. Based on this reason, she | Combine English conversation with Indonesian |

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| | decides to speak English anytime and anywhere. If her son finds out difficult to understand what his mother is saying, then she will translate some words into Bahasa Indonesia. | |
| 12. R17 | She applies this strategy to her daughter by saying short sentences in English to support her daughter in memorizing new English words that she says to her. | Using English daily conversation |
| 13. R9 | She also asks her son to speak English in daily conversation. She thinks that daily conversation in English will support him much in improving his English skills. | Using English daily conversation |
| 14. R16 | She always adds new words in her daily conversation with her son. This will improve not only his son's speaking and listening skills but also vocabulary. | Using English daily conversation |
| 15. R21 | In a day, she does an effort to spend for about one until two hours to speak English with her son. The conversation is usually related to the material that he has had in class. She does this to support his son in mastering English and to get good mark in English subject. | Using English daily conversation |

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| 16. R20 | Similar to R21, her daughter is also asked to speak English in daily conversation. Sometimes, they combine both English and Bahasa in order to make clear explanation about the 'new words that her daughter has never heard before. | Combine English conversation with Indonesian |
| 17. R10 | She applies this strategy every time she has a question needing to be asked to her daughter. By doing this strategy, her daughter will be more active in answering her mother's questions by using English. This can improve her listening skill, too. | Using English daily conversation |
| 18. R25 | Similar to some parents, she also combines both English and Bahasa Indonesia. Bahasa Indonesia is combined only when her daughter does not understand what she says. | Combine English conversation with Indonesian |
| 19. R15 | Even though sometimes her son avoids English conversation, she still tries to speak English always in daily conversation and explain new words in Bahasa Indonesia. | Combine English conversation with Indonesian |
| 20. R26 | Different with others, she adds some English words in Bahasa Indonesia daily conversation she has with her daughter. She | Combine English conversation with Indonesian |

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| | focuses more on her daughter vocabulary as she believes that her daughter will get other lessons in English class. | |
| 21. R27 | Similar to R26, he adds some English words when he talks to his son in Bahasa Indonesia. | Combine English conversation with Indonesian |
| 22. R13 | She gives her son English words when he is doing something. The English words that she gives are related closely to what her son is doing. Thus, her son will understand easily what she means. | Using English daily conversation |
| 23. R3 | She asks her daughter to speak English every day and every time they talk to each other. This will help her to get used to listen to people speaking English and to increase her ability in speaking English. | Using English daily conversation |
| 24. R29 | She asks her daughter to speak English every time they discuss something important like school activities or hobbies. | Using English daily conversation |
| 25. R22 | She speak English to their toddlers every day and every time they talk to each other. She seldom uses Bahasa Indonesia when she speaks to their toddlers. | Combine English conversation with Indonesian |

Appendix 8. The application of strategy 6

| Participants | Explanation | Note |
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| 1. R1 | This strategy is applied by her every time her son listens to music. She prefers playing English songs instead of Indonesian ones. | Accompanying, singing and listening English song |
| 2. R11 | She often plays some English educative cartoons with many English songs in it. Visual media is more attractive to Vina's toddlers in learning English instead of books or magazines. | Accompanying, singing and listening English song |
| 3. R4 | Since her toddlers love to sing and dance, she buys them many DVDs about English songs and movies. If there are difficult words in it, she will explain them by using body language. | use a electronic media |
| 4. R2 | Her daughter also loves to sing. Hence, she often asks her to sing together one or two English songs and explain to her the meaning of the songs. | Accompanying, singing and listening English song |
| 5. R30 | She teaches her son some English songs, if her son has mastered the songs well, she will ask him to sing himself. She also corrects her son's wrong pronunciation and explains to him difficult | Accompanying, singing and listening English song |

| | English words in the songs. | |
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| 6. R17 | She uses an Ipad to play some English songs and ask her son to listen well to the song and then they will sing together. If there is any word her son doesn't understand, then she will explain the meaning to him. | use a electronic media |
| 7. R9 | She sings together with her son one or two specific English songs, and then explain to him the meaning of the song. | Accompanying, singing and listening English song |
| 8. R16 | Her son loves to listen to music and she provides many English songs so that her son will get used to listen to English. This will improve his listening skill. | Accompanying, singing and listening English song |
| 9. R19 | Similar to some parents, she uses DVD of educative cartoons having many English songs to support her daughter in learning English. DVD media will be more interesting as it has many pictures moving, colors and easy listening English songs. | use a electronic media |
| 10. R8 | She knows her toddlers' hobby, which is, singing. So, she always ask them to sing together some English songs to improve their English pronunciation. | Accompanying, singing and listening English song |

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| 11. R31 | When her daughter is listening to English songs, she will explain the meaning of difficult words in the song. | Accompanying, singing and listening English song |
| 12. R20 | She uses her laptop to play some English songs. She often listens to new English songs for toddlers from YouTube. She feels that it is easy and effective to improve her son's listening skill. | use a electronic media |
| 13. R5 | This strategy is also applied to his daughter by playing many English songs. It is because he thinks she has to get used to listen to people speaking English. | Accompanying, singing and listening English song |
| 14. R18 | Her toddlers love to sing and watch movies. Thus, she buys them DVD of Barney Cartoon as it contains many English conversations and songs. | use a electronic media |
| 15. R15 | Similar to others, she often plays some VCDs or DVDs containing English songs. This may support her toddler in learning new vocabulary through songs and ask him to listen carefully to each word sung in the songs. | use a electronic media |
| 16. R13 | She plays English songs in car whenever she goes somewhere to her son. | use a electronic media |

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| 17. R3 | She sings together with her daughter some famous English songs and explain to her the meaning of the songs accordingly. This may give new words to her daughter and improve her vocabulary also. | Accompanying, singing and listening English song |
| 18. R29 | She applies this strategy to her toddler when whenever her toddler wants to listen to English songs. | Accompanying, singing and listening English song |
| 19. R26 | Similar to R18, she buys her toddler Barney DVDs as he likes watching Barney so much. Besides getting entertainment, he can also learn some new English words and improve his listening skill through Barney's songs. | use a electronic media |
| 20. R12 | She also buys her toddlers some Barney and cocomong movies with some nice and easy listening English songs. | use a electronic media |
| 21. R14 | She also uses some DVDs with many easy listening and attractive songs to support their toddlers in learning English. | use a electronic media |
| 22. R25 | She sings together with her toddler some simple English songs like twinkle twinkle little star and doremi. Those songs will improve her toddler's pronunciation and vocabulary | Accompanying, singing and listening English song |

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| | also. | |
| 23. R7 | Similar to some parents, he also plays Barney DVDs as it has so many simple English songs that will be easier also to be learnt. | use a electronic media |
| 24. R27 | He also plays some English songs and then repeats them often. By doing so, the words in the songs' lyrics will stay in his toddlers mind. | Accompanying, singing and listening English song |
| 25. R24 | She also plays some DVD cartoons with many simple and easy listening English songs. | use a electronic media |
| 26. R23 | Her toddlers' love seeing movies, so she buys so many DVD with some simple English songs. She will explain to them some difficult words they do not understand. | use a electronic media |

Appendix 9. The application of strategy 7

| Participants | Explanation | Note |
|--------------|---|---|
| 1. R4 | She applies this strategy to her toddler by asking him to repeat what she has said before. By doing so, her toddler will pay attention more on people speaking English. | pointing at some parts of their body or some certain things |
| 2. R20 | Her daughter often asks something she does not understand in English. In | pointing at some parts of their body or some certain things |

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| | answering her questions, she sometimes points at something that can answer her daughter's questions. She also adds some explanation in English. | |
| 3. R11 | She sometimes points at some parts of her body to and then asks her toddler to mention their names. | pointing at some parts of their body or some certain things |
| 4. R5 | He usually plays puzzle words with his toddler and sometimes points at some things that can help her toddler to answer the puzzle. By doing so, he can give her toddler new English words and their explanation through real things. | pointing at some parts of their body or some certain things |
| 5. R31 | She gives new words to her daughter and then she will explain it by pointing at some things. This will help her daughter to understand fast as she can understand well by looking directly at the objects that represent the new words. | pointing at some parts of their body or some certain things |
| 6. R15 | She applies this strategy by asking the name of some object (in Bahasa Indonesia) and then ask her daughter to answer it in English. Besides improving her daughter vocabulary, this may | pointing at some parts of their body or some certain things |

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| | also be a practice for her to speak English. | |
| 7. R16 | This strategy is applied by pointing at some parts of her body and ask her toddler to name them in English. This is done as her toddler can memorize more English words. | pointing at some parts of their body or some certain things |
| 8. R9 | She does this strategy whenever her daughter wants a candy. When she points at candies, this means that she wants some. Therefore, she will ask her daughter to say that she wants some candies in English. | When the toddler want candy |
| 9. R17 | She does this strategy by pointing at some certain things and then mention their names in English. After that, she will ask her toddler to repeat the names of those certain things. | pointing at some parts of their body or some certain things |
| 10. R30 | She applies this strategy by acting like she is doing some activities like swimming, reading or brushing her teeth. After that, she will ask her son to mention what kind of activities that she is doing. This may give new English words and the meaning of them will stay in his mind. | acting like she is doing some certain kinds of activities |

Appendix 10. The Application of strategy 8

| Participants | Explanation | Note |
|--------------|--|-------------------------------|
| 1. R3 | This strategy is applied to her toddler by giving the translation of the Indonesian words that her toddlers say in English. | provide positive response |
| 2. R17 | She applies this strategy by repeating new words over and over so that her toddler can memorize it easily. | Repeat the same English words |
| 3. R31 | She does this the same as what R17 does. She repeats the new words for many times so those words will stay in her daughter's mind. | Repeat the same English words |
| 4. R30 | She also does the strategy by repeating new words over and over. She thinks that it is closely related to the habit of an English teacher in DCS who likes to repeat some new words over and over. | Repeat the same English words |
| 5. R20 | She gives respon to her toddler by answering his questions in English. She will explain the answer slowly and clearly. | provide positive response |
| 6. R11 | When her toddlers say | provide positive response |

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| | something in English well, she will give some compliments in English to them. She will also give explanation about the compliments. | |
| 7. R8 | Different with others, she prefers practicing the words that the toddlers say to repeating the over and over. She believes that by practicing them it would be easier for the toddlers to understand them faster. | Repeat the same English words |
| 8. R6 | He does this strategy to his toddler by repeating the words that his toddler finds it difficult to say. | Repeat the same English words |
| 9. R13 | She gives response in English to her toddler whenever her toddler says something in English. | provide positive response |
| 10. R19 | She always gives positive response in English concerning her toddlers' statements. | provide positive response |
| 11. R12 | She applies this strategy to give correction if the toddlers pronounce wrong pronunciation or mentions the wrong names of some things in English. | Repeat the same English words |
| 12. R23 | She gives response by answering in English every | provide positive response |

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| | question that her toddlers ask. Her toddler will get used to listen to her mother speaking English and it will enrich her provide positive response vocabulary. | |
| 13. R1 | She always gives positive response in English related to every statement that her toddler asks. | provide positive response |
| 14. R28 | She also applies this strategy by giving answers in English for every single question that her toddler asks. | Repeat the same English words |
| 15. R15 | This strategy is applied in her daily conversation with her toddler. She always answers and speaks to her toddler in English every time and everywhere. | Repeat the same English words |
| 16. R14 | Similar to others, she also answers all the questions that her toddler asks in English. | provide positive response |

Appendix 11. The application of strategy 9

| Participants | Explanation | Note |
|--------------|--|---------------------------------------|
| 1. R14 | She applies this strategy to warn her toddler about something that will happen | describe clearly about the activities |

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| | such as be careful or do not touch the door. | |
| 2. R19 | Different with R14, she uses this strategy to remind her toddler about his activities or courses. | give and add some new English words and sentences |
| 3. R13 | This strategy is done by her to describe the weather such as 'It is raining' or 'it is cold outside'. | describe clearly about the activities |
| 4. R11 | She always explains in English about the activities that her toddlers love to do. | describe clearly about the activities |
| 5. R20 | She explains and describes what she or her toddler is doing in English. It is to enrich her vocabulary. | describe clearly about the activities |
| 6. R30 | She tries to explain in English something that her toddler is paying attention to. It is to give new vocabulary and clear description about what her toddler is seeing. | describe clearly about the activities |
| 7. R31 | She gives new words every time her toddler is looking at something or doing something. The new words are related closely to the thing her toddler is looking at. | give and add some new English words and sentences |

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| 8. R29 | She repeats the story or news in English about something that just happened to her daughter. It is to improve her daughter listening skill. | describe clearly about the activities |
| 9. R16 | The strategy is applied by giving clear explanation about something happening in English. She chooses simple words which are easy to be understood by her toddler. | describe clearly about the activities |
| 10. R22 | She explains clearly what she or her toddler is doing in English. | describe clearly about the activities |
| 11. R2 | Similar to R22, she also gives clear explanation about what she and her toddlers are doing at the present time. | describe clearly about the activities |
| 12. R9 | She applies this strategy only when her toddler is going to take a bath or sleep. | describe clearly about the activities |

Appendix 12. The application of strategy 10

| Participants | Explanation | Note |
|--------------|---|--|
| 1. R9 | When she finds out that her toddler is sleepy or hungry she will ask her 'Are you sleepy?' or 'Are you hungry?' | give new words are usually added in a conversation |

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| 2. R16 | She applies this strategy to explain something that her toddler does not understand. She believes that her toddler will get new vocabulary and this can be a good practice to speak English. | adding more and more new English words and then explaining |
| 3. R31 | She does this strategy by adding new vocabulary to demonstrate what her toddler wants or needs. | adding more and more new English words and then explaining |
| 4. R30 | She always accompanies her toddler when he is watching TV. When he says something about the TV's program in Bahasa Indonesia, then Natalia will demonstrate it in English. | demonstrates in English her toddler's statement |
| 5. R8 | This strategy is applied by adding new words every day to demonstrate what her toddler wants or needs. She needs her toddler to get used to speak and listen to people speaking English every day. | give new words are usually added in a conversation |

Appendix 13. The application of strategy 11

| Participant | Explanation | Note |
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| 1. R30 | This strategy is applied when she is playing with her toddler. They will play a kind of drama that is related to some profession like a doctor with a patient and a teacher with a student. | plays a sort of drama |

Appendix 14. The application of strategy 12

| Participants | Explanation | Note |
|--------------|--|---|
| 1. R28 | R28 gives some choices to her toddlers in learning English. Surprisingly, her toddler chooses singing as the method and R28 decides to sing together with her toddler whenever he wants to sing. | provide the toddler in comfortable condition to learn English |
| 2. R23 | She gives freedom to her toddler to play any games her toddler loves. However, she still limits that the games her toddler can play are the educative ones. | provide the toddler in comfortable condition to learn English |
| 3. R19 | She decides to give some | provide the toddler in |

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| | choices of methods in learning English. She gives freedom to her toddler to choose the methods they love. It is because Nia loves to see her toddler has some fun learning. | comfortable condition to learn English |
| 4. R15 | She offers some methods of learning English to her toddler as she wants to provide some comfortable condition for her toddler. | provide the toddler in comfortable condition to learn English |
| 5. R12 | Her toddler loves to sing. As a good mother, she decides to support her to learn English while singing. | provide the toddler in comfortable condition to learn English |
| 6. R11 | Her toddlers are free to choose any methods they like in learning English. She does not want to see her toddlers learning in an uncomfortable condition. | provide the toddler in comfortable condition to learn English |
| 7. R22 | Her toddler will be sad if he is insisted to do something he does not like. Therefore, she will let her toddler to choose the best method of learning English that he likes most. | provide the toddler in comfortable condition to learn English |
| 8. R2 | Her toddler will be sad if she is insisted to do something she does not like. So, Meme gives | provide the toddler in comfortable condition to learn English |

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| | him a freedom to choose. | |
| 9. R6 | He gives choices to his son to read any books he likes. He believes that by giving freedom to his son, he will be more creative. | provide the toddler in comfortable condition to learn English |
| 10. R17 | She provides some choices to their toddlers in learning English and let them decide the methods they like most. | provide the toddler in comfortable condition to learn English |
| 11. R26 | She provides some choices to her toddler as she needs to see her toddler enjoying his time in learning English. | provide the toddler in comfortable condition to learn English |
| 12. R27 | R27 gives freedom to her toddler as long as it is positive. | provide the toddler in comfortable condition to learn English |
| 13. R30 | She does this strategy by asking her toddler what he really wants. It is can be a good practice to speak English. Besides, by giving some choices, her toddler will be more active in sharing his opinion. | provide the toddler in comfortable condition to learn English |
| 14. R16 | She decides to follow her toddler's opinion as she believes this way will be so much more effective. | provide the toddler in comfortable condition to learn English |

Appendix 15. Guided interview

GUIDED INTERVIEW

1. *Bagaimana anda akan mengaplikasikan strategi – strategi tersebut dalam kehidupan sehari –' hari? (how do you apply those strategies in daily lives?)*
2. *Apakah alasan anda menggunakan strategi tersebut? (what is your reason to use the strategy?)*
3. *Bagaimana respon anak anda ketika anda mengaplikasikan strategi tersebut? (how is your toddler's response when you apply the strategy?)*
4. *Apakah menurut anda strategi tersebut akan membantu anak anda dalam belajar Bahasa Inggris? (Do you think that the strategy will obviously support your toddler in learning English?)*
5. *Kapan anda mengaplikasikan strategi tersebut? (When do you apply the strategy?)*